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ABSTRACT

Developed in Florida during for the International Year of the Family (IYF) 1994, this packet contains lesson plans and resource materials for activities designed to strengthen families. The lesson plans can be used in middle schools and high schools. Lesson plan topics are as follows: family wellness; commitment; communication; appreciation; managing resources, crises, and stress; and time together. Several lesson plans are included for most of the topics. Lesson plans include the following: information on grade level, objectives, content, learning experiences and activities, integrated and interdisciplinary activities, suggestions for extending the activity into the home, evaluation, and resource materials and technology requirements. Background material on the IYF, implementation suggestions for the lessons, and a list of seven sources for resources are included in the packet. (KC)

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The International Year of the Family



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Family/School/Community Partnership



FLORIDA DEPARTMENT OF EDUCATION

Frank T. Brogan
Commissioner of Education

Joseph E. Stephens
Acting Director
Division of Applied Technology
and Adult Education

March 7, 1995

To: Vocational Directors, Supervisors and Lead Teachers
of Family and Consumer Sciences

From: Dorothy Bouie

Subject: Family Related Materials

Enclosed is a project that was disseminated at the August, 1994 Annual Vocational conference on the International Year of the Family. Even though 1994 was officially designated as International Year of the Family, we feel that the materials developed, such as the lesson plans and other ideas in this project are still very useful.

Please disseminate this information to middle school and high school principals, teachers of Family and Consumer Sciences, counselors, and others as appropriate. This product may also be used to demonstrate an awareness of the diversity of this program area to interested parents, parent/teachers groups, technical committees, legislators, and community groups.

The quantities for each district were mailed to supervisors and lead teachers of Family and Consumer Sciences as designated in the network.

It is quite revealing to see the number of new projects, news articles and other literature related to family issues today. Some articles even suggest that nothing is being done in schools to help students with family related issues. Family and Consumer Sciences teachers are doing a great job in many of the schools, so, we need to let every one know that we play a vital role in strengthening families.

Additional copies of this product, HE-337, may be ordered by calling 1-800-342-9271. Remember to keep families first.

Enclosures

folder
flip chart

Suggested Lesson Plans

to highlight Family Strengths throughout the year



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Florida Department of Education
Division of Applied Technology and Adult Education
Family and Consumer Sciences

Family Wellness

Family Strength:

Family Wellness

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/Objectives:

This activity will help students recognize the importance of shared values, goals, priorities, and a strong sense of spirituality within the family.

Content:

Values and beliefs can greatly enhance the quality of caring in human relationships. The family instills a sense of what is right, develops self esteem, and defines traditions and intergenerational boundaries.

Learning Experiences/Activities:

Have students define values without using a dictionary. Students should identify the source of their values (peers, family, church, society). Students should then identify the five values which they think are the most important.

Integrated Activities/ Interdisciplinary:

Social Studies: Research a presidential election and choose a candidate based on personal values. Examine ethnocentric values and their sources.

Language Arts: Write an essay on how personal values effect individual choices (dating, career, voting).

Suggestions for Extending the Activity into the Home:

Encourage students to examine personal values with their parents. What values affected the choices their parents made? What values do students share with parents? What values are different?

Evaluation:

Have students write a brief summary of their findings.

Resource Materials/ Technology Requirements:

Encourage students to use CD-ROM based technology to research historical events based on values conflicts. Include an examination of new values introduced through technological sources and their availability (for example, instant worldwide news coverage).

Family Wellness

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☒ 9 - 12

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Content:

Values and beliefs can greatly enhance the quality of caring in human relationships. The family instills a sense of what is right, develops self esteem, and defines traditions and inter-generational boundaries.

Learning Experiences/Activities:

Have students make a list of their top ten priorities. Then have students list their top three goals. Students should compare the two lists: Will their priorities help them meet their goals? Which list can be adjusted? Change priorities to meet goals, then change goals to match priorities. . . What are the results?

Integrated Activities/ Interdisciplinary:

Students can set short and long term goals for any class. Have them prepare a plan of action. Stress the importance of goal setting for success.

Suggestions for Extending the Activity into the Home:

Have parents prepare lists of priorities and goals THEY have for the student. Compare these with the student's lists. Is there room for compromise? Suggest Communication.

Evaluation:

Students should chart or graph their steps toward their goals. After completion (or failure), each student should write a personal response to the experience. This could be accomplished with their parents' comparison, also.

Resource Materials/ Technology Requirements:

Use Pagemaker or MacDraw for graphs and charts.

Commitment

Family Strength:

Commitment

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of commitment in the family.

Content:

Commitment is a special kind of caring. Family members who are committed respect, trust, and support each other. They care deeply for one another and are willing to give of themselves for the benefit of the family as a whole and for the well-being and growth of each individual member. Commitment means sharing roles and responsibilities and maintaining relationships.

Learning Experiences/Activities:

Have students fold a piece of paper lengthwise into 3 sections. On one part, students will list all the things "mother" does for the family. On the middle part, students will list all the things "father" does for the family. On the third part, the student lists all the responsibilities that the student does for the family. Have the students discuss the lists in small groups. Students are instructed to circle one thing from each of the "mother" and "father" lists for which the student could take responsibility.

Integrated Activities/ Interdisciplinary:

Use English writing, reading skills to define terms in all the lists. Expand the lists with multiple definitions of terms. Use mathematical skills to "balance" the family equation. Devise logic statements using family roles.

Suggestions for Extending the Activity into the Home:

Have students take the lists home and share them with the family. They should offer to assume the responsibilities they circled.

Evaluation:

Assign grades based on the class participation.

Resource Materials/ Technology Requirements:

Paper and pencil are needed. A computer data base can facilitate the task.

Commitment

Family Strength:

Commitment

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of commitment in the family.

Content:

Commitment is a special kind of caring. Family members who are committed respect, trust, and support each other. They care deeply for one another and are willing to give of themselves for the benefit of the family as a whole and for the well-being and growth of each individual member. Commitment means sharing roles and responsibilities and maintaining relationships.

Learning Experiences/Activities:

A real game of Life: Students are divided into "families" (include single parents). Kick off the week-long activity with a marriage (exchange Hershey's kisses). Plan events during the week that help students confront experiences such as budgeting, unexpected bills, choosing house plans, career goals, retirement, etc. Students can "earn" a beginning budget based on their class grade: A=\$500, B=\$400, etc. Play the board game for the last quarter of each day's class to introduce the element of commitment and risk.

Integrated Activities/ Interdisciplinary:

Budgeting: Math, Family and Consumer Sciences

Career goals: Family and Consumer Sciences, English (reading, outlining)

House plans: Family and Consumer Sciences, Drafting

Suggestions for Extending the Activity into the Home:

Assign homework that includes actual daily tasks in the home (eg, feed the dog, clean room, prepare grocery list). Prepare a checklist for families to monitor student participation.

Evaluation:

Daily grades are based on completion of daily assignments. "Salaries" are awarded based on grades.

Resource Materials/ Technology Requirements:

Several copies of the board game LIFE are needed. This experience can be "enhanced," however, through the inclusion of popular video games: their characters and settings may be substituted for the traditional LIFE players. The obstacles encountered by the characters are re-formulated for the confrontation of skill building exercises (rather than slay the dragon, the player must balance the budget).

Commitment

Family Strength:

Commitment

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of commitment in the family.

Content:

Commitment is a special kind of caring. Family members who are committed respect, trust, and support each other. They care deeply for one another and are willing to give of themselves for the benefit of the family as a whole and for the well-being and growth of each individual member. Commitment means sharing roles and responsibilities and maintaining relationships.

Learning Experiences/Activities:

Each student brings any kind of "roll" to class (Tootsie roll, toilet paper roll, roll of lifesavers, rolling pin, etc.). Using only the materials brought by the students, chart or discuss the "relative" uses of each of their contributions as well as "relative" significance. **ALL CONTRIBUTIONS MUST BE USED.** Use the chart or discussion to highlight the commitment, the inter-relationships of all the "rolls" for success (paper towels can clean-up Tootsie Roll mess, etc.).

Integrated Activities/ Interdisciplinary:

Use graph paper to devise a means of charting family inter-dependance. Have the class help prepare a list of "rolls" to improve vocabulary and creative thinking.

Suggestions for Extending the Activity into the Home:

Encourage the students to "name" their rolls with descriptive family terms, like "father." Have students tell why they have chosen each term (eg: "Father" is a rolling pin because he can smooth out family problems. "Mother" is a lifesaver because she makes sure we have school supplies.)

Evaluation:

Monitor participation. Small groups can evaluate each other.

Resource Materials/ Technology Requirements:

Design a booklet of Home Made Roles with characterized illustrations. Computer-aided graphics will provide a good basis for expanding the illustrations, "morphing" programs (CorelDraw) can provide the mixing of illusions from "rolls" to "roles."

Commitment

Family Strength:

Commitment

Grade Level: ☒ 6 - 8 ☐ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of commitment in the family. Commitment is a determination to stick it out, no matter what. Commitment perceives the family as more important than job or possessions. Students will be encouraged to focus on what is really important to them.

Content:

Commitment is a special kind of caring. Family members who are committed respect, trust, and support each other. They care deeply for one another and are willing to give of themselves for the benefit of the family as a whole and for the well-being and growth of each individual member. Commitment means sharing roles and responsibilities and maintaining relationships. We are family, that is permanent. The family may change, but we are still a family.

Learning Experiences/Activities:

Story - Read My Family to introduce discussion of changing families.

Integrated Activities/ Interdisciplinary:

Make a flag symbolizing the family. Everyone works together. Use English writing skills to describe the flag's meaning.

Suggestions for Extending the Activity into the Home:

FSCP Summer Survival activities introduced.

Evaluation:

Resource Materials/ Technology Requirements:

Using a travel-planning computer program, students can estimate the commitment required to arrive at a destination.

Communication

Family Strength:

Communication

Grade Level: ☐ 6 - 8 ☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of effective communication in the family.

Content:

Good communication is important for families. Research studies have shown that family members who communicate clearly and appropriately usually have better and more satisfying relationships.

Learning Experiences/Activities:

Have students divide into pairs. Give one person in each pair an illustration of a simple diagram. Caution the student NOT to allow her partner to see it. Then have her describe the diagram for the other person to draw on paper, exactly as described. Stress the importance of communicating exactly what you mean.

Integrated Activities/ Interdisciplinary:

This activity can also be used for Psychology, Sociology, or Language Arts.

Suggestions for Extending the Activity into the Home:

Have the students do the activity at home with their families. Bring in the completed drawings.

Evaluation:

Evaluate individual participation.

Resource Materials/ Technology Requirements:

Paper, diagram, and pencils are required. To enhance the experiment, students can describe all the steps required to complete a computer-assisted task. Missing a detail could cause the whole computer-assisted process to fall apart. Introducing the element of communication technology does not always make communication clearer or easier.

Communication

Family Strength:

Communication

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of effective communication in the family.

Content:

Good communication is important for families. Research studies have shown that family members who communicate clearly and appropriately usually have better and more satisfying relationships.

Learning Experiences/Activities:

Abandoning the more common uses of technology, the student plans a family meal without interference of television, telephone, or radio. Topics of discussion should also be planned to complement the meal. Students can imagine ways to begin family discussions and attempt to implement their plans at home.

Integrated Activities/ Interdisciplinary:

Performing arts classes can dramatize the family dinner and conversation. Language Arts classes can examine a text containing dialogue, then transcribe a dinnertime dialogue.

Suggestions for Extending the Activity into the Home:

An alternative to the conversation during a meal is for the student to imagine a power interruption at home and to plan activities for the family with the absence of entertainment technology.

Evaluation:

Student and teacher should evaluate the plan together.

Resource Materials/ Technology Requirements:

Explore with students the time saving technology of meal preparation that allows relaxed family dining experiences. Computerized meal planning facilitates the preparation of shopping lists. Suggest an inventory of "staples" be maintained in an inter-relational database that could also prepare shopping list invoices.

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Communication

Family Strength:

Communication

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

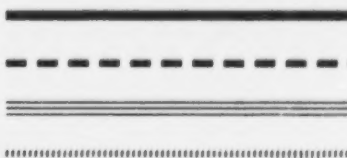
This activity will help students recognize the importance of effective communication in the family.

Content:

Good communication is important for families. Research studies have shown that family members who communicate clearly and appropriately usually have better and more satisfying relationships.

Learning Experiences/Activities:

If the family is to be strengthened, it is crucial for the students to visualize and evaluate the lines of communication. They must learn to evaluate relationships through the varying communication lines. Divide the class into groups of four to eight students. Each group should be led by a sponsor who has been prepared for this exercise. Each person is given 1) an envelope containing several pieces of construction paper cut into various shapes, 2) a large piece of construction paper, and 3) a pencil. Glue should be available to each group. The group leader explains that a shape or combination of shapes in the envelope should be chosen to represent Self and Others in the group. Glue the shapes on the large paper in a manner which represents the relationships of Others to Self. Draw these lines of communication as they exist between the "shapes."



Regularly genuine communication

Occasionally genuine communication

Talk, but little genuine communication

Communication through another person

Integrated Activities/ Interdisciplinary:

This activity could be carried into a language arts or psychology study.

Suggestions for Extending the Activity into the Home:

The same activity could be repeated at home among family members.

Evaluation:

After completing the exercise, the student should explain her/his choices in writing for evaluation.

Resource Materials/ Technology Requirements:

Utilize a computer-aided design program which has word processing capabilities (Windows, WordPerfect 6, Corel Draw, Pagemaker) to create an illustrative diagram of each student's communication design. Overlay several designs to create an abstract collage. Print copies for students to use for home or future reference.

Appreciation

Family Strength:

Appreciation

Developmental Level:

☒ 6 - 8

☒ 9 -12

Purpose of Activity/ Objectives:

This activity will help students identify ways of expressing appreciation to family members and develop ways of cooperating with other family members in performing home tasks.

Content:

Everyone needs to know they are appreciated. Compliments, praise and thoughtfulness are examples of showing appreciation.

Learning Experiences/Activities:

1. Have a class compliment session weekly.
2. Teach students creative ways to express "thank you."
3. Have students take "negative" messages and rewrite them into positive expressions.
4. Have students send written compliments to other students in the class.

Integrated Activities/ Interdisciplinary:

Language arts skills are developed in written communication of feelings and ideas.

Suggestions for Extending the Activity into the Home:

Suggest that students initiate compliment sessions at home.
Schedule class time after holiday breaks for students to write notes of gratitude to family members.

Evaluation:

Evaluate student efforts.

Resource Materials/ Technology Requirements:

Computer-aided design programs can help create original, personalized notes. Help students develop and utilize an address database.

Appreciation

Family Strength:

Appreciation

Developmental Level: ☐ 6 - 8 ☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students identify ways of expressing appreciation to family members and develop ways of cooperating with other family members in performing home tasks.

Content:

Everyone needs to know they are appreciated. Compliments, praise and thoughtfulness are examples of showing appreciation.

Learning Experiences/Activities:

Love Target: In the middle of a seated, circled group, set a chair. The circle of students in the target and the center chair is the bull's eye. One individual sits in the center chair and the rest of the group takes turns complimenting and affirming that person. The target says nothing.

Integrated Activities/ Interdisciplinary:

Students can express their written reaction to the Love Target activity in Language Arts classes. The Media Specialist can video-record the activity.

Suggestions for Extending the Activity into the Home:

Student can target different family members.

Evaluation:

Evaluate student participation.

Resource Materials/ Technology Requirements:

Expand the activity using video equipment. Use micro-recorders to tape the sessions and provide each student target with a tape full of appreciation.

Managing Resources, Crises, and Stress

Family Strength:

Managing Resources, Crises, and Stress

Grade Level:

☐ 6 - 8

☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students develop skills for managing resources and dealing with crises and stress.

Content:

Management means using the available resources to get something that is needed or wanted.

Personal resources are defined as money, time, abilities, energy, and knowledge. A person may lack a non- human resource (money, material goods, and community resources), but can substitute a human resource (time, talents, creativity, and attitudes) to compensate.

Strong families are not without problems, but they do have the ability to surmount life's inevitable challenges when they arise.

Learning Experiences/Activities:

Students will keep a two-week diary of all physical activities. Students will evaluate and schedule time for increased or decreased activity.

Integrated Activities/ Interdisciplinary:

Encourage the Physical Education Department to help the student design activities that are adapted to her/his specific needs.

Integrate science and health by examining the relationships of physical activity to individual abilities. Include a study of the dietary needs for sustaining maximum health.

Suggestions for Extending the Activity into the Home:

Post an exercise schedule for the entire family on the refrigerator door. Plan physical exercise activities together.

Evaluation:

Individual evaluation. Award points for varying levels of physical activity.

Resource Materials/ Technology Requirements:

Computerized record keeping can facilitate the keeping of a log. In addition, technologically based exercise equipment and self-competing standards (beating your own record) can be utilized to encourage the student's development and management of her/his own resources.

Managing Resources, Crises, and Stress

Family Strength:

Managing Resources, Crises, and Stress

Grade Level:

[X] 6 - 8 [] 9 - 12

Purpose of Activity/ Objectives:

This activity will help students develop skills for managing resources and dealing with crises and stress.

Content:

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Strong families are not without problems, but they do have the ability to surmount life's inevitable challenges when they arise.

Learning Experiences/Activities:

1. Discuss rules for using credit cards (debt-free living).
2. Outline savings plan to reach a goal (car).

Integrated Activities/ Interdisciplinary:

Integrate math skills by calculating interest rates. Compare purchase power using credit with cash purchase power. Compare savings interest earned with interest paid on credit purchases. Include various savings alternatives, lease-to-own options, and investments. Do not neglect the "stress" cost of making payments, risky ventures, etc.

Suggestions for Extending the Activity into the Home:

Students write checks to pay family bills.

Keep a log of family spending patterns.

Evaluation:

Students should find a way to develop a savings account for emergencies or a creative plan for coping with unexpected costs.

Resource Materials/ Technology Requirements:

Monitor several accounts using Quicken 7 computerized checking program.

Managing Resources, Crises, and Stress

Family Strength:

Managing Resources, Crises, and Stress

Grade Level: ☒ 6 - 8 ☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students develop skills for managing resources and dealing with crises and stress.

Content:

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Strong families are not without problems, but they do have the ability to surmount life's inevitable challenges when they arise.

Learning Experiences/Activities:

Develop a class Resource Directory. Each student has a talent or skill they are willing to share. The directory is posted.

Integrated Activities/ Interdisciplinary:

Expand the directory to include the entire school. Distribute it throughout the school.

Suggestions for Extending the Activity into the Home:

Students add names of family members to the skills directory list. Encourage the family to use the skills directory, too.

Evaluation:

Maintain a log of student use.

Resource Materials/ Technology Requirements:

Use an inter-relational data base (Alpha 4) to develop a series of files:

1. to develop a deposit account of personal strengths by recording activities of actions that reveal skills.
2. to maintain a debit account of skills, a record of assisted tasks.
3. to generate an account statement invoice of personal strengths - human resources.

Time Together

Family Strength:

Time Together

Grade Level:

☒ 6 - 8 ☒ 9 - 12

Purpose of Activity/ Objectives:

This activity will help students recognize the importance of spending time together as a family.

Content:

Time together benefits all family members. Strong families enjoy being together and recognize family and individual needs. Each family member makes a commitment and contribution to other family members. There is a respect for privacy and a desire to share affection, play, fun, and humor.

Learning Experiences/Activities:

Have students plan a "theme" meal for the family. The meal should include more than food: entertainment, games, prizes, costumes, etc. For example, have a "dinner theater" featuring Lady and the Tramp and spaghetti with meatballs; or tape re-runs of a favorite family show for a family "all-nighter" together. Students can plan the family event, estimate costs, prepare announcements or invitations for the family, and carry through with the activity.

Integrated Activities/ Interdisciplinary:

Math skills are integrated in the budget and cost estimates. Creativity and critical thinking are exercised in the "theme" preparations.

Suggestions for Extending the Activity into the Home:

The activity should be carried out at home.

Evaluation:

Evaluate the student's plan. It should be complete, creative, realistic. Have the students who carry through with the project at home evaluate their own family events and decide on any changes they would make.

Resource Materials/ Technology Requirements:

Planning a video schedule for "entertainment" can familiarize the student with home entertainment technology. Encourage the student to explore time saving meal preparation technology, also.

A heart sheltered by a roof, linked by another heart, to symbolize life and love in a home where one finds warmth, caring, security, togetherness, tolerance, and acceptance - that is the symbolism conveyed by the emblem of the International Year of the Family (IYF), 1994. The open design is meant to indicate continuity with a hint of uncertainty. The brush stroke, with its open line roof, completes an abstract symbol representing the complexity of the family.



The International Year of the Family 1994

The United Nations resolution proclaiming the International Year of the Family (IYF) was passed on December 8, 1989 by the UN General Assembly. "Family: Resources and Responsibilities in a Changing World" is the UN theme for IYF. The official celebration year is 1994.

Following this special year of emphasis, hopefully families will continue to be recognized as a significant part of our global society for many years to come. In the year of preparation, 1993, four UN regional conferences were held in China, Bogota, Malta, and Tunis.

The principles for the International Year of the Family are outlined in the United Nations booklet "Building the Smallest Democracy at the Heart of Society," available from the UN publications office for \$3. Call 1-800-253-9646 to receive a complete listing of IYF items and publications.

WHY IYF?

The family constitutes the basic unit of society and therefore warrants special attention. Hence, the widest possible protection and assistance should be accorded to families so that they may fully assume their responsibilities within the community, pursuant to the provisions of the Universal Declaration of Human Rights, the International Covenants on Human Rights, the Declaration on Social Progress and Development, and the Convention on the Elimination of All forms of Discrimination against Women.

Families assume diverse forms and functions. These express the diversity of individual preferences and societal conditions. Consequently, the International Year of the Family encompasses and addresses the needs of all families.

Activities for IYF will seek to promote the basic human rights and fundamental freedoms accorded to all individuals by the set of internationally agreed upon instruments formulated under the aegis of the United Nations, whatever the status of each individual within the family and whatever the form and condition of that family.

Policies will aim at fostering equality between women and men within families and to bring about a fuller sharing of domestic responsibilities and employment opportunities.

Activities for IYF will be undertaken at all levels: local, regional, national, and international; however, the primary focus will be on the local and national levels.

Projects should support families in the discharge of their functions rather than provide substitutes for such functions. They should promote the inherent strengths of families, including their great capacity for self-reliance, and stimulate self-sustaining activities on their behalf. They should give expression to an integrated perspective of families, their members, community, and society.

IYF will constitute an event within a continuing process. Measures will be needed to ensure appropriate evaluation of progress made and obstacles encountered, both prior to and during IYF, in order to ensure its success and adequate follow-up.

Anyone and everyone can participate in the International Year of the Family, regardless of family structure, form, function, location, race, creed, religion, or culture. IYF can be celebrated around the world, wherever there are families. Countries, states, counties, cities, towns, and local community groups are encouraged to plan celebrations for IYF, 1994.

In Florida, the **Family/School/Community Partnership** programs have initiated family focused activities for more than four years. The following information has been collected to help develop a local direction for the International Year of the Family. For more information on how the Family/School/Community Partnership program can facilitate an IYF celebration, contact:

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RESOLUTION OF THE AMERICAN HOME ECONOMICS ASSOCIATION UNITED NATIONS INTERNATIONAL YEAR OF THE FAMILY

Whereas, the American Home Economics Association (AHEA) is a professional organization focused on the family;

Whereas, AHEA holds membership in the International Federation for Home Economics (IFHE) and Non-Government Organization (NGO) status with the United Nations, and

Whereas, a United Nations International Year of the Family would focus world attention on international problems confronting families and individuals, and would offer substantive and visible opportunity for the Association to demonstrate such support;

therefore be it

Resolved that the American Home Economics Association Endorse and support the recommendation to the United Nations General Assembly that an International Year of the Family be declared by the United Nations,

- promote the United Nations International Year of the Family and observances appropriate for the Association,
- participate as appropriate in the IFHE-sponsored United Nations International Year of the Family through activities of its International Section, the AHEA/IFHE Liaison Committee, and other components,
- develop and promote observers for the Year; and be it further

Resolved that for the designated International Year, The American Home Economics Association consider a theme for the Annual Meeting reflecting the United Nations International Year of the Family,

center its Program of Work around the basic and universal nature of the family and roles of home economics in strengthening families worldwide,

urge Association sections to focus on the international dimensions of their respective subject matter and professional program efforts, and

urge State Associations to incorporate the United Nations International Year of the Family observances in their programs of work and annual meetings.

Adopted by the 1989 AHEA Assembly

A Proclamation

Families are fundamental to the lifeblood and strength of our world. They are the nurturers, care givers, role models, teachers, counselors, and those who instill our values. Generation upon generation have first experienced love through family bonds. We all must work toward the goal of preserving these ties, society's most valuable resource. In recognition of the vital links that connect us, the United States joins with the other members of the United Nations in proclaiming 1994 as the International Year of the Family.

By honoring families, we are acknowledging the crucial role that they play in developing the character of our collective communities - on the local, national, and global levels. The fabric of the United States and the world is woven together from many diverse ethnic and cultural family threads. Each family's unique traditions and teachings blend together to build the very foundation upon which we, as an international family, have grown and will continue to grow.

The family is the central core from which we prepare our children to assume the positions of leadership that will take us into the next century. By proclaiming 1994 as the International Year of the Family, we rededicate ourselves to today's families and tomorrow's leaders. As the changing world presents new and different challenges to both nations and individuals, the family's role must always be to ensure unconditional love and acceptance. We must sustain and support our families so that they can continue to survive and prosper.

The International Year of the Family seeks to raise awareness of family issues by addressing and reinforcing national family policies and programs. Additionally, the International Year of the Family strives to improve public and private partnerships related to family issues.

The United Nations, in designating 1994 as the International Year of the Family, emphasized that "families, as basic units of social life, are major agents of sustainable development at all levels of society and their contribution to that process is crucial for its success."

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim 1994 as the International Year of the Family in the United States. I call on all Americans to observe this year with appropriate programs and activities.

IN WITNESS WHEREOF, I have hereunto set my hand this sixth day of December, in the year of our Lord nineteen hundred and ninety-three, and the Independence of the United States of America the two hundred and eighteenth.

signed by President William Clinton, 1993

SUMMER SURVIVAL

In Jacksonville, summers are long and hot. Parents look forward annually to the new ideas they get from Family Resource Specialist Donna Fraser in her publication "Summer Survival for Parents." She can give advice on how you can offer this timely program in your community.

FAMILY FRIENDS

Newborn babies come into the world as a mixture of joy and anxiety. Recognizing that all parents have moments of frustration and insecurity during the first months of parenting, Citrus County citizens formed a support system for new parents. The group includes hospitals, the county health department, and school system, along with concerned individuals who call themselves "Family Friends." Doris Rooks, FSC Family Resource Specialist in Citrus County can advise groups who are interested in being "Family Friends" to the community.

FAMILY SCHOOL COMMUNITY FESTIVAL

The Spring Showcase at South Sumter Middle School, Webster, Florida, is held after Spring Break. The event occurs during and after school hours, until sunset. Student displays, performances, games, and fund raising events add to the fun. Parents, teachers, and students compete in many activities and share the responsibilities for success in this cooperation of family, school, and community. Contact Dale Swain at (904) 793-2232.

REPORT CARD PICK-UP PROGRAMS

Parents will come to school and the lines of communication will be opened if "Report Card Pick-up" is initiated. Umatilla High School and Dunnellon High School discovered that it really isn't hard to get parents to come to the school if the invitation says "must" and the hours are flexible or extend beyond the workday. Lynette Frantz at Umatilla High School, (904) 669-3131, can share how it worked there after an FSC workshop.

MINI-MESTER SKILLS DEVELOPMENT PROGRAM

The mini-mester is a project developed by Patsy Maynard at Dunnellon High School following the inspiration of an FSC workshop. From December 16 through January 14, students who earned the privilege of participating in the mini-mester had the opportunity to enroll in courses that provided in-depth and hands-on experience in several areas, including "Recreation with a Purpose," a course designed by Ms. Maynard "to expose students to a variety of skills that will be useful for living in today's society." Students actually experienced family activities as a group, activities such as fine dining, room decorating, preparations for a celebration, and creative skills development.

NATIONAL FAMILY WEEK CELEBRATIONS

National Family Week is celebrated every year during the week of Thanksgiving. Some activities coordinated by Doris Rooks, FSC Family Resource Specialist in Citrus County, are:

- ☞ Donuts for Drivers- a donut is given to every parent as they bring students;
- ☞ Coffee with the Principal - a cup of coffee and friendly talk;
- ☞ Cookie packages for each student - "with love from home";
- ☞ Family inter-disciplinary units - the whole school joins in;
- ☞ Parents-as-Students Day - first hand experience of a student's day;
- ☞ Family picnic - an outdoor school-wide lunch on Saturday.

SCHOOL-WIDE INTERDISCIPLINARY UNITS

Family interdisciplinary units provided an outstanding opportunity for faculty and staff to focus on the needs of students as those needs relate and inter-relate to all subject areas in the school. The units were designed to meet curriculum criteria but emphasize family related activities, using the "Traits of Strong Families" as a guide. Teachers discovered that they had common concerns and enjoyed the shared teaching experience. Students benefited from the collaborative efforts of their teachers, and they experienced classroom activities that related to their lives.

The students compiled a Family Cookbook as part of the interdisciplinary unit. They proudly prepared their special dishes and wrote recipes, each in his/her unique style. The cookbook's preparation provided inter-disciplinary training that included Family Living Skills (Home Economics/Science/World Culture), Reading and Language skills, Technical Writing, Math (units of measurement, expanding/decreasing recipes), Technology (word processing), and Visual Arts. The books were shared throughout the school and sold to raise funds.

NEW PARADIGM FOR FAMILY AWARENESS

The entire book, more than 200 pages, explains the development and implementation of the Crystal River Middle School's new paradigm for family awareness. The school's PTA membership increased, family involvement in the school increased, and student behavior improved following the implementation of their program. Contact Linda Alexander at CRMS (904) 795-2116

Recommendations from AHEA

-  Plan and hold an exhibition that uses art or photography to portray a wide array of images of family: strong families, families in despair, single parent families, rural families, urban families, racially diverse families, turn-of-the-century and modern-day immigrant families, families in mourning, etc.
-  Develop new lessons for elementary and secondary home economics classes which incorporate a global view of family life, with special attention to such dimensions as foods, child care, child development, family relationships, clothing, housing, resource use, etc. (Materials from AHEA's Global Connections Project and International Family Planning Project are good starting points.)
-  Urge home economics departments, student organizations, professional societies, or honor societies to "adopt" a class at a local school or a local youth group; provide opportunities for the "adoptees" to visit the home economics program and to learn how home economics assists families.
-  Plan and conduct a weekend "ethnic school" for children; teach racial tolerance and cultural awareness. Feature information on unsung societal heroes and *sheroes*.
-  Obtain copies of the United Nations Convention on the Rights of the Child, and the Convention of Elimination of All Forms of Discrimination Against Women; use as the basis for policy analysis course assignments for students in a family studies course, or in formulating policy statements, white papers, and resolutions for lay and professional organizations.
-  Develop instructional strategies that help students in secondary home economics classes understand global relationships, such as hunger in America, in Africa, and other countries throughout the world.
-  Participate in a family reunion (your own or someone else's); read such books as Somerset Homecoming to learn about family ties across generations.
-  Publish a family recipe collection which includes "stories" about the recipes and/or about the family member who championed the recipe. A good example is The National Council on Negro Women's Black Family Reunion Cookbook.
-  Make a personal commitment to learn more about families in the United States and in other countries by reading, participating in community celebrations, or by opening your home to others for small "family and food" or "family and culture" celebrations.

Ten Ideas for Implementation

1. Invite foreign students to class as visitors or "pen pals."
2. Have an international food day:
 involve other disciplines,
 include costumes and festivals.
3. Use IYF emblem all year long.
4. Publicize:
 principals
 staff
 students
 family
 community.
5. Head an IYF task force at your school.
 Encourage a library display of family life in other cultures.
6. Communicate with parents through a parents' day.
7. Team students with those of other cultures.
8. Involve special needs children and their parents.
9. Promote pro-active family groups.
10. Initiate interdisciplinary units.

Lina Ingraham,
Home Economics Consultant
Duval County Public Schools

Family/School/Community Partnerships

The International Year of the Family could be an opportunity for school districts to initiate programs in place through the Family/School/Community Partnership program (FSC). The suggested programs had their inception with an FSCP Inservice workshop for faculty, staff, and community members led by one of the FSC model site coordinators. These programs are locally initiated, locally supported, and locally maintained according to the needs and abilities of the community.

BLUE RIBBON WORKPLACE

The Florida State University School in Tallahassee started a program that awards blue ribbons to work places that show employees that employers value families and the demands of balancing work and family. The winning employers are invited to a community luncheon to recognize the award. The program serves as a reminder that the traits that build healthy families also work to improve relationships at work.

SPORTS MODELS

FSC encouraged a "school as family" tradition by introducing young students to successful high school students that earned local reputations in sporting activities. Mildred Alexander, FSC Family Resource Specialist was instrumental in developing the program.

FAMILY SERVICES FAIR

The annual Community Resource Fair for Families held at a local shopping mall provides community wide education and awareness on the services available to families through variety of agencies. Mildred Alexander, FSC Family Resource Specialist has organized the events in Tallahassee and is willing to share her information.

FAMILY RESOURCE CENTERS

Donna Fraser, FSC Family Resource Specialist in Jacksonville, Florida, has started Family Resource Centers in area schools. The centers have become favorite places for families to find information critical to their needs. Community organizations, businesses, and teachers are able to use the Family Resource Centers to get helpful information that meets specific needs in the community. Donna has a packet of information available for anyone who is interested in starting a Family Resource Center.

ADVOCACY PROGRAMS

The Family/School/Community/Partnership advocates family issues. To understand our role as advocates, Donna Fraser, FSC Family Specialist in Jacksonville, has prepared a booklet on "How to Be an Advocate for Families and Children," available at no charge.

RESOURCE LIST

available from	cost	description
Helen Strow 5800 Forest Hills Blvd Columbus, OH 43231 (614) 895-2892	\$5.00	"Global Awareness" teaching kit by Debra M. Driscoll "Family Celebrations" lesson plans by Patsy Hallman "Chicken Raising and Family Life: International Perspectives" skits by C.R. Mumaw "African Women's Day" handout
Marty Copenhaver 1920 N. Powhatam Arlington, VA 22205 (703) 358-6400		"Poverty Amidst Affluence-What Can We Do?" handout
Wanda Montgomery 107 East Lakeview Hwy Howey-in-the-Hills, FL 34737 (904) 324-3454	\$5.00 / set	"Global Connections" - slides/guide 14 countries
Janett Gibbs 135 Meadowview Lane Athens, GA 30606 (706) 546-6372	\$ 30.00	"Different But Alike: University of Women Worldwide"
Nancy B. Liedenfrost, Ed. Order from AHEA 1-800-424-8080	\$ 20.00 \$ 4.00 s/h	Families in Transition
Dr. Eleanore Vaines School of Family and Nutritional Sciences 2205 East Mall University of British Columbia Vancouver, CAN V6T-1W5	\$ 14.00	The Home Economist: ... in the Developing World ... & Aboriginal Populations ... & Immigrant Populations ... in Eastern Europe (4 titles)
Ruth Norman IFHE Representative to UN IYF/AHEA Task Force Chair 330 W. 58th Street, 9M New York, NY 10019 (212) 247-0381	\$ 10.00	IYF Packet of Materials